

Maine Learning Results

Health Education

Grades Pre K- 2

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

A1 Healthy Behaviors and Personal Health

Students recognize that healthy behaviors impact personal health.

A2 Dimensions of Health

Students recognize that there are multiple *dimensions of health*.

A3 Diseases/Other Health Problems

Students describe the transmission and prevention of common childhood communicable diseases.

A4 Environment and Personal Health

Students describe ways a safe and healthy school *environment* can promote personal health.

A5 Growth and Development

No performance indicator.

A6 Basic Health Concepts

Students identify basic health terms related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

B1 Validity of Resources

Students identify trusted adults and professionals who can help promote health.

B2 Locating Health Resources

Students identify ways to locate school and community health helpers.

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C1 Healthy Practices and Behaviors

Students demonstrate age-appropriate healthy practices to maintain or improve personal health.

- a. Choose healthy foods
- b. Demonstrate personal hygiene skills, including hand-washing.

C Avoiding/Reducing Health Risks

Students demonstrate behaviors to avoid or reduce personal health risks.

- a. Demonstrate a variety of safety skills for different situations.
- b. Differentiate between safe and harmful substances found at home and school.
- c. Recognize basic signs, symbols, and warning labels for health and safety.

C3 Self-Management

Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students identify influences on personal health practices and behaviors.

- a. Identify family influences on personal health practices and behaviors.
- b. Identify what the school can do to support personal health practices and behaviors.
- c. Describe how the media can influence health behaviors.

D2 Technology and Health

No performance indicator.

D3 Compound Effect of Risk Behavior

No performance indicator.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students demonstrate healthy ways to communicate.

- a. Demonstrate healthy ways to express needs, wants, and feelings.
- b. Distinguish between verbal and nonverbal communication.
- c. Make requests to promote personal health.
- d. Demonstrate listening skills to enhance health.
- e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.

E2 Advocacy Skills

Students encourage peers to make positive health choices.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students identify situations where a health-related decision is needed.

- a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.

F2 Goal-Setting

Students identify a short-term personal health goal and take action toward achieving the goal.

F3 Long-Term Health Plan

No performance indicator.